CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Class VIII-A and VIII-B of SMPS Terpadu Al-Fath Singkuang performed research. Using qualitative methods such as observation and documentation, researchers uncovered various difficulties with students' English pronunciation.

Research shows most students have poor pronunciation. Students can't pronoun words with /e/, /æ/, and /ə/. This case hampered the student's English learning. The researcher concludes that student disinterest in learning English is the main cause of their failure to enunciate English. Lack of focus makes students uneasy and makes learning English harder. It's already advanced in the modern era, especially with 24-hour internet access. COVID-19's online learning pressures have given students gadgets. Students can use gadgets to get extra pronunciation courses and information.

Students overuse technology by playing games, etc. English is a second language, thus teachers must be innovative to make students feel comfortable and like the language. Increase students' vocabularies and practice English pronunciation.

5.2 Suggestion

5.2.1 For Next Researcher

This study examines students' English pronunciation. By continuing this research, future researchers will have a reference. The next researcher can study the teacher's English word pronunciation method.

5.2.2 For the teachers

Teacher is key to learning and teaching. Teachers smarten up students. Active and imaginative teachers generate clever students. Therefore, teachers need better strategies and methods to improve student performance.

5.2.3 For the School

Schools must play a big part in this because English study is still unpopular. Schools can be a learning environment for children by delivering English language courses so they can learn how to pronounce English words and enhance their ability to do so.